DOCUMENT RESUME

ED 148 036 EC 103 065

AUTHOR Ribera, Gilbert J.
TITLE The Resource Specialist in the Community College.
INSTITUTION Chabot Coll., Hayward, Calif.
SPONS AGENCY California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE 1 Jan 76
NOTE 63p.; Project Reference Number 75-7

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Community Colleges; Coordinators; Equipment; Handicapped; Higher Education; *Physically Handicapped; Post Secondary Education; Research Projects; Role Perception; *School Personnel

ABSTRACT

Described are results of a survey of California State Community College services for physically handicapped students in which 74 college coordinators and 102 handicapped students completed questionnaires. Findings are said to indicate that most of the state's community colleges did not employ a full time staff person to coordinate services for disabled students, nor did most of the staff members feel the need for state requirements for such resource specialists. Listed are services and equipment felt to be most useful by different types of disabled students. Final sections deal with basic procedures, equipment, and supplies to serve disabled students. Questionnaires for students and coordinators are appended. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148036

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE RESOURCE SPECIALIST IN THE COMMUNITY COLLEGE

(A State Department of Education Research Project)

PROJECT REFERENCE NUMBER 75-7

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stuart Greenfeld

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

by

Gilbert J. Ribera

Chabot College

January 1, 1976

EC103065

TABLE OF CONTENTS

	Page
I. INTRODUCTION	1.
II. SURVEY RESULTS	4.
Disabled Students' Responses	5.
College Coordinators' Responses	15.
III. CONCLUSIONS	22.
IV. RECOMMENDATIONS	25.
V. PROCEDURES FOR FACILITATING THE EDUCATIONAL PROCESS FOR DISABLED STUDENTS	28.
VI. LIST OF EQUIPMENT AND SUPPLIES FOR STUDENTS WITH DISABILITIES	32.
VII. APPENDIX	44.
A. Student Questionnaire	45.
B. Letter Sent to Coordinators	57.
C. Coordinator Questionnaire	58.

PART I

INTRODUCTION

During the Winter of 1975, I submitted a Special Education Research, Program Development and Evaluation Project request to the California State Department of Education. The purpose of the project was to attempt to determine how to standardize the job of the Resource Specialist, as well as the services provided for physically handicapped students in the State's Community Colleges.

The California Master Plan for Special Education, adopted in 1974, defines the Resource Specialist as someone who coordinates a program which should provide instructional planning, special instruction, tutorial assistance, or other services to eceptional individuals in special programs and/or in regular classrooms.

I felt the project had merit because many of the State's Community Colleges provide little or no Special Services for the handicapped, and though many colleges employ a person who has come to be called an Enabler, most are not aware of the Resource Specialist position. By providing a standardized job description for the position of Community College Resource Specialist, I would be providing some guidance for those schools wishing to hire a person to coordinate their programs and services for the handicapped.

The list of equipment and supplies and the suggestions for facilitating the educational process for physically handicapped students, would help colleges to start programs of service for the handicapped as well as help to improve existing programs.

In April of 1975 my project, Reference Number 75-7, was approved. The time period involved was from July 1, 1975 to December 31, 1975.

The early part of the Summer was spent developing two distinct questionnaires; one to be sent to the person (at each community college) responsible for programs and services for the handicapped, and the other to be sent to one hundred college students who were inflicted with a variety of physical handicaps. Early in July, research was also begun on the various types of special supplies and equipment that could be purchased by community colleges.

The survey was sent to both the community colleges and the students toward the end of the month of August. The initial response was good, however a follow-up mailout was sent to both groups in early October.

PART II

SURVEY RESULTS

Questionnaires were returned by coordinators from seventy-four of the State's one hundred four Community Colleges. One hundred and two handicapped students completed the student questionnaire.

Overall, the students indicated that career planning and job placement assistance are among the most desired services that a school can provide. Convenience oriented services such as: Priority Registration, Special Lockers, Special Parking, and Transportation, all were rated high by handicapped students. At the same time, class related services such as: Note-Taking Service, Test-Taking Assistance, Tutorial Service, and Reader Service were rated among the most useful.

Students indicated that tape recorders are far and away the most important single piece of equipment that a college can provide. The students also rated books (on tape) very high.

When student questionnaires were analyzed by specific handicap, it was found that students with vision impairments rated Reader, Test-Taking, and Note-Taking Services extremely high. These same students listed Brailled Books, Taped Books, Braille Writers, and Tape Recorders as the most useful physical items that schools can provide for them.

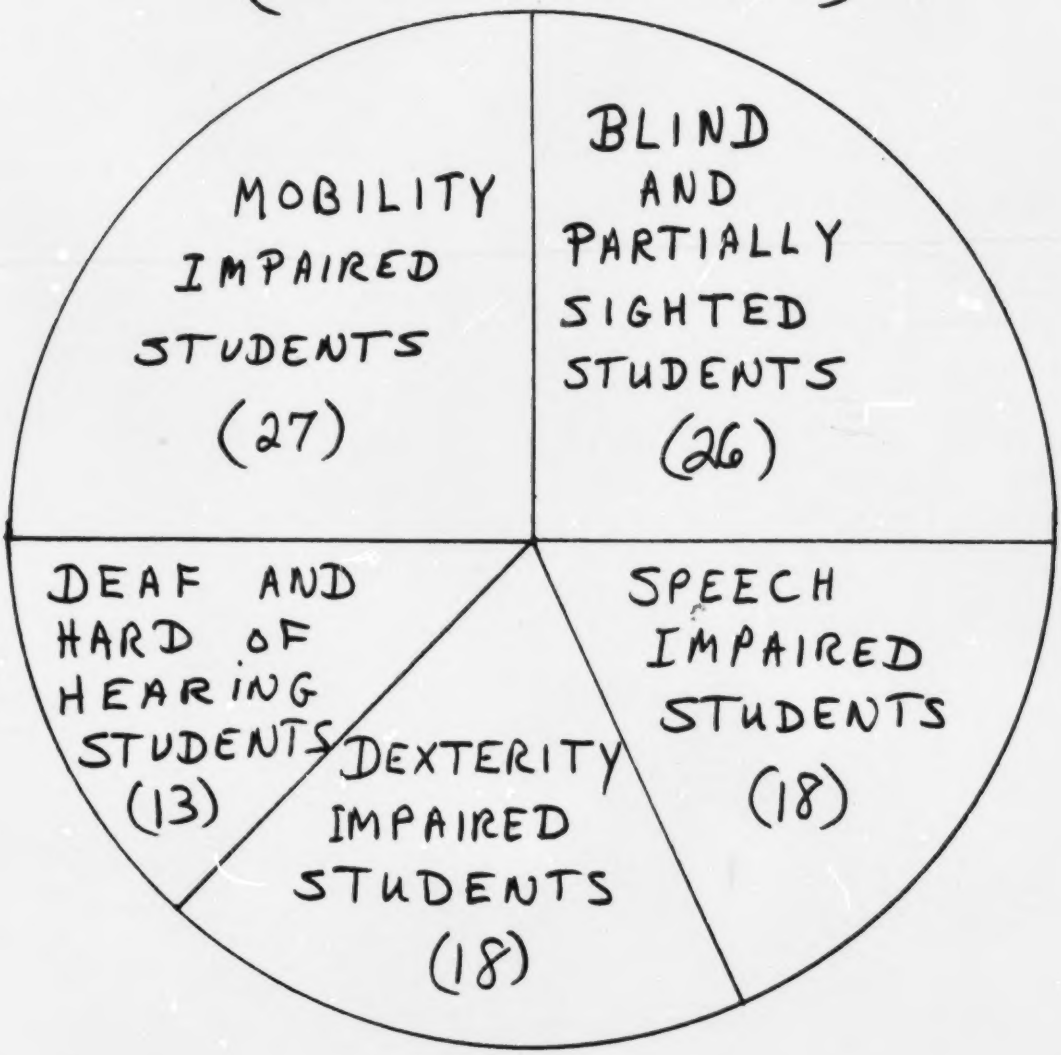
Students with hearing impairments rated Job Placement, Career Planning, Test-Taking, Sign Language Services, and Hearing Tests as very important. At the same time, they indicated that amplifying equipment and tape recorders were the most useful types of equipment a college could provide.

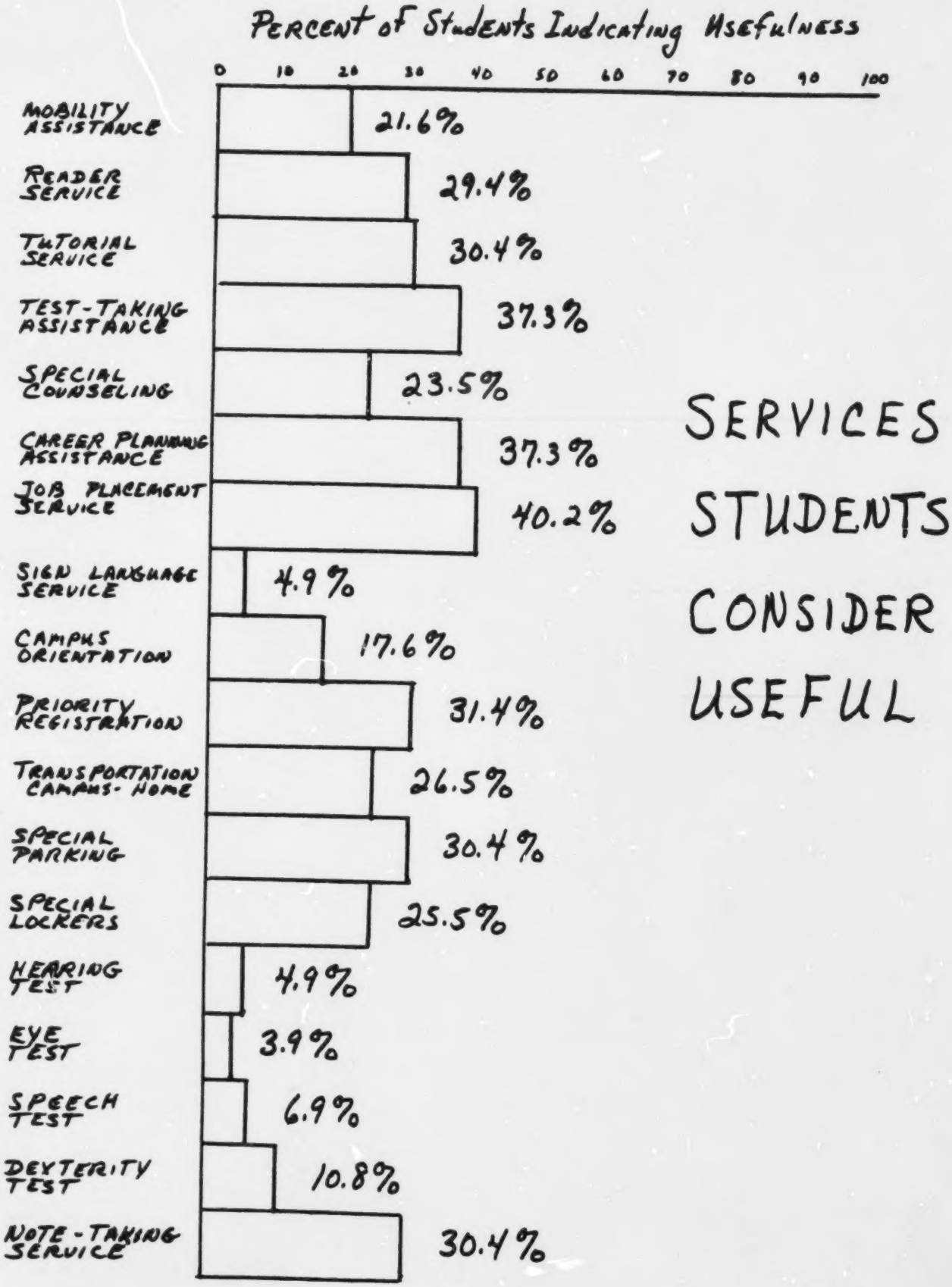
Students with speech impairments indicated that Job Placement, Career Planning, and Speech Testing were the most useful services; while Speech Compressors and Tape Recorders were rated the most valuable pieces of equipment.

Mobility impaired students rated Special Parking far and away the most important service with Priority Registration, Career Planning, and Job Placement following in that order. These same students indicated that a special campus map, wheel chair repair kits, and special exercise equipment were extremely useful to them.

Students with dexterity impairments rated Note-Taking Service, Test-Taking Service, and Dexterity Testing the most useful services a college can provide. Tape recorders and special exercise equipment were rated most useful by these students.

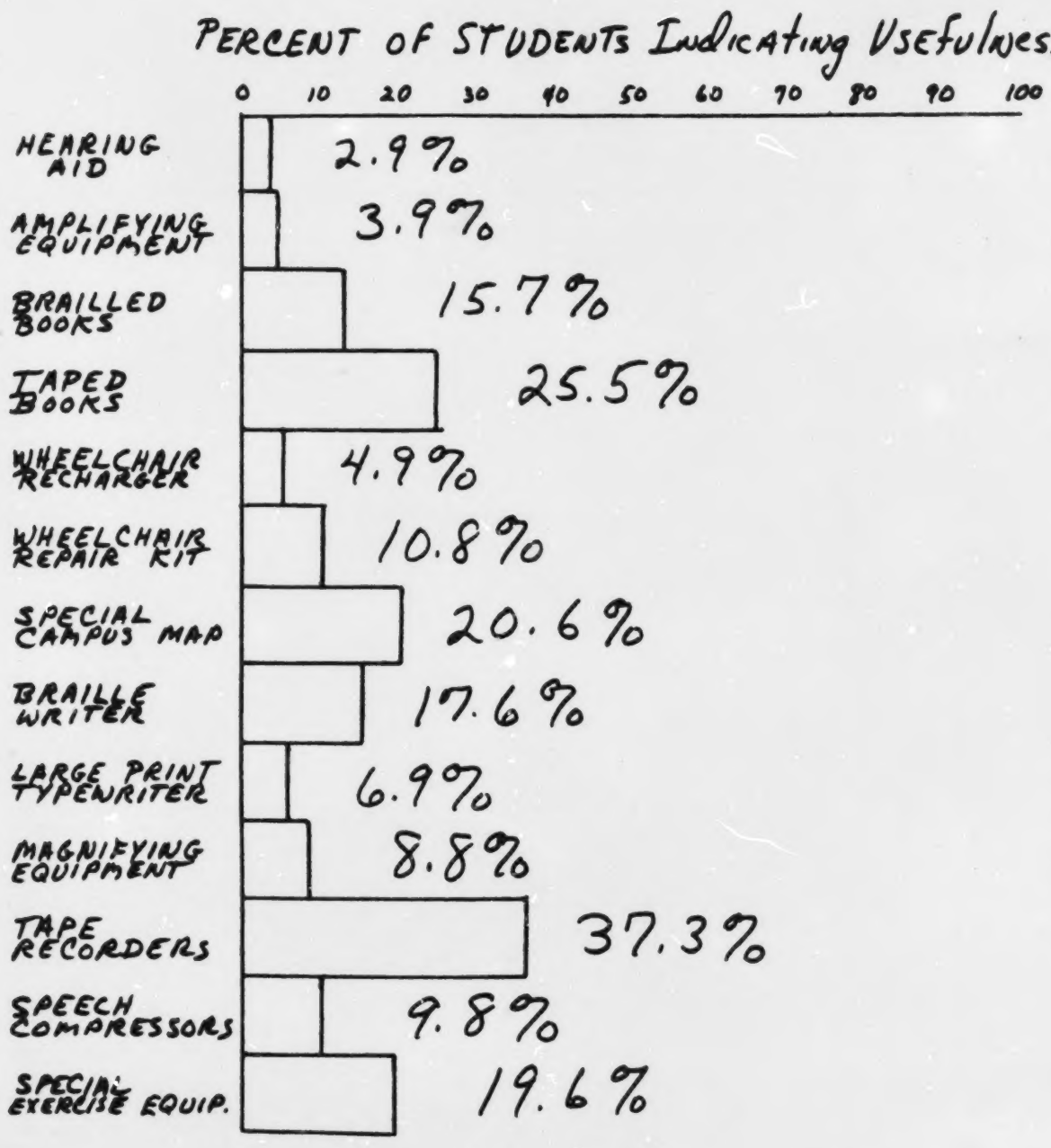
STUDENTS ANSWERING QUESTIONNAIRE - BY DISABILITY (102 STUDENTS)


MOBILITY IMPAIRED STUDENTS (27)
BLIND AND PARTIALLY SIGHTED STUDENTS (26)
DEAF AND HARD OF HEARING STUDENTS (13)
DEXTERITY IMPAIRED STUDENTS (18)
SPEECH IMPAIRED STUDENTS (18)

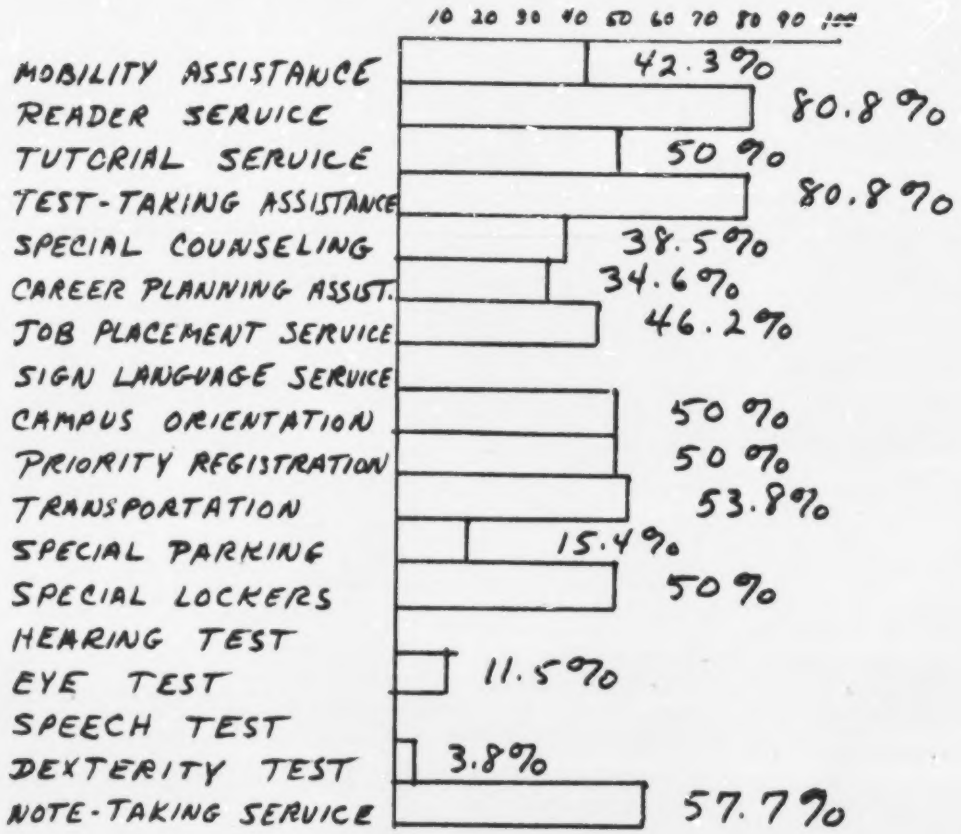

PERCENT of Students Indicating Usefulness
0 10 20 30 40 50 60 70 80 90 100
MOBILITY ASSISTANCE
21.6%
READER SERVICE
29.4%
TUTORIAL SERVICE
30.4%
TEST-TAKING ASSISTANCE
37.3%
SPECIAL COUNSELING
23.5%
CAREER PLANNING ASSISTANCE
37.3%
JOB PLACEMENT SERVICE
40.2%
SIGN LANGUAGE SERVICE
4.9%
CAMPUS ORIENTATION
17.6%
PRIORITY REGISTRATION
31.4%
TRANSPORTATION CAMPUS-HOME
26.5%
SPECIAL PARKING
30.4%
SPECIAL LOCKERS
25.5%
HEARING TEST
4.9%
EYE TEST
3.9%
SPEECH TEST
6.9%
DEXTERITY TEST
10.8%
NOTE-TAKING SERVICE
30.4%
SERVICES STUDENTS CONSIDER USEFUL

8.

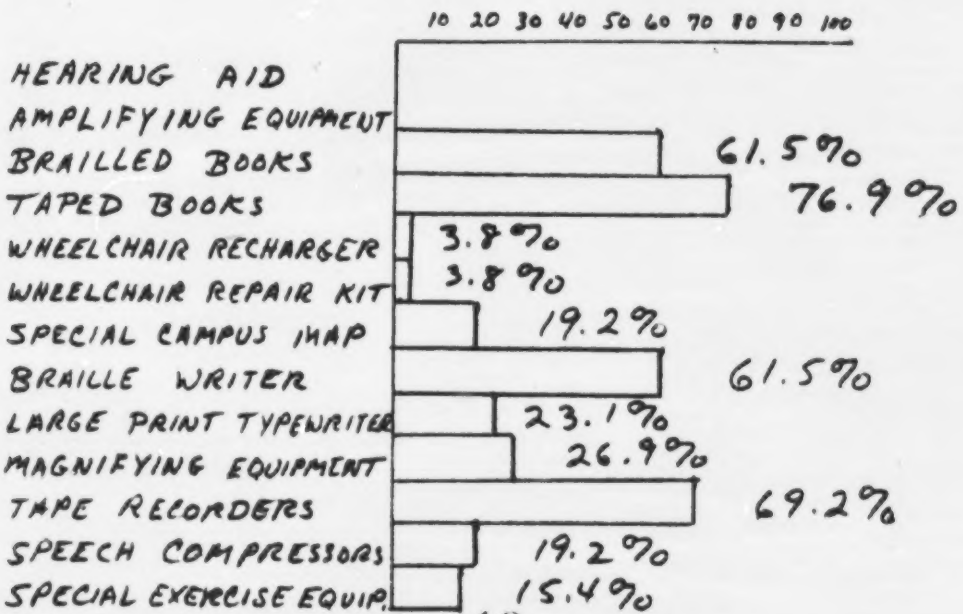
EQUIPMENT STUDENTS CONSIDER USEFUL



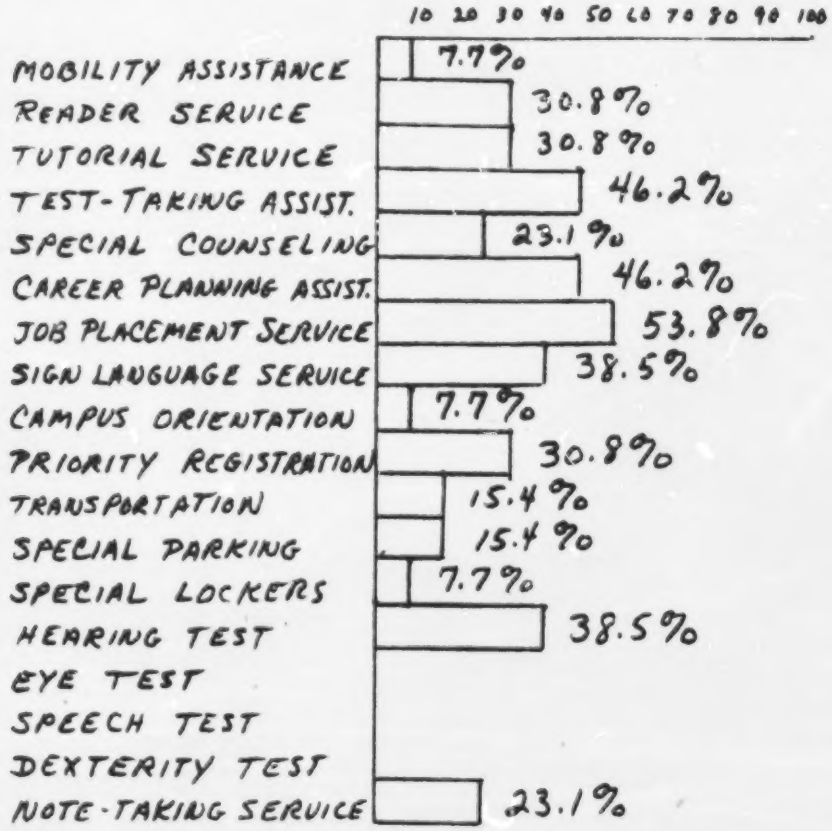
SERVICES BLIND AND PARTIALLY SIGHTED STUDENTS FEEL ARE MOST USEFUL



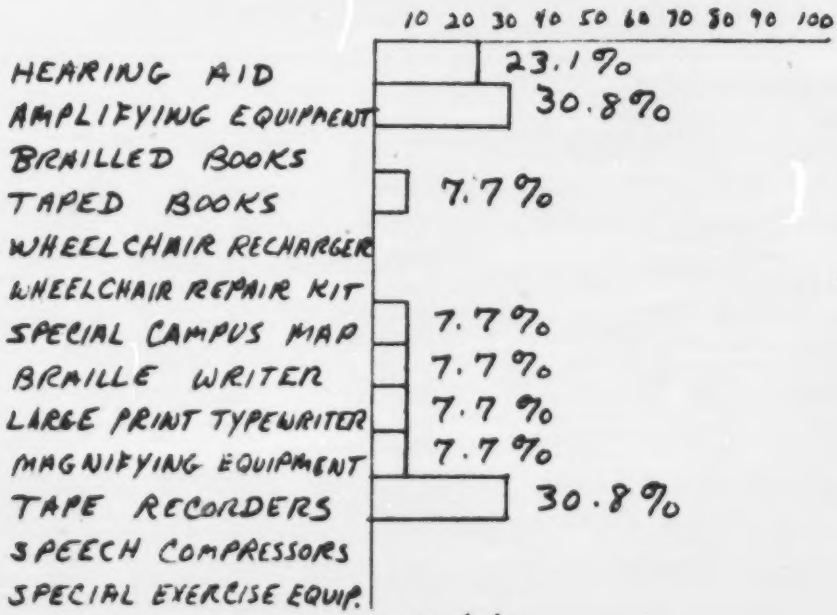
EQUIPMENT BLIND AND PARTIALLY SIGHTED STUDENTS FEEL ARE MOST USEFUL



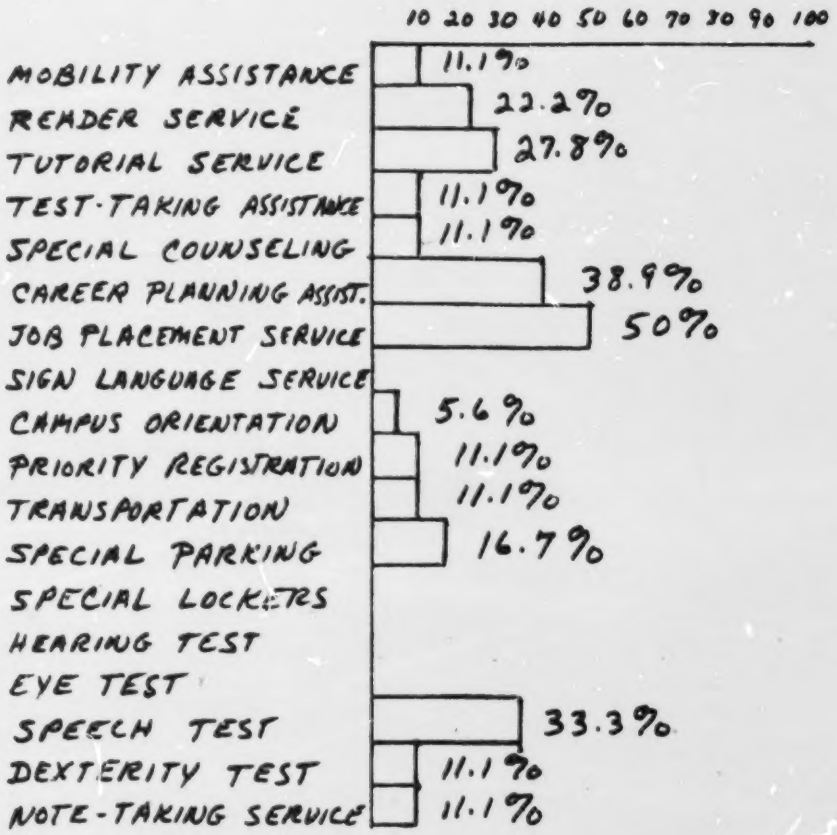
SERVICES DEAF AND HARD OF HEARING STUDENTS FEEL ARE MOST USEFUL



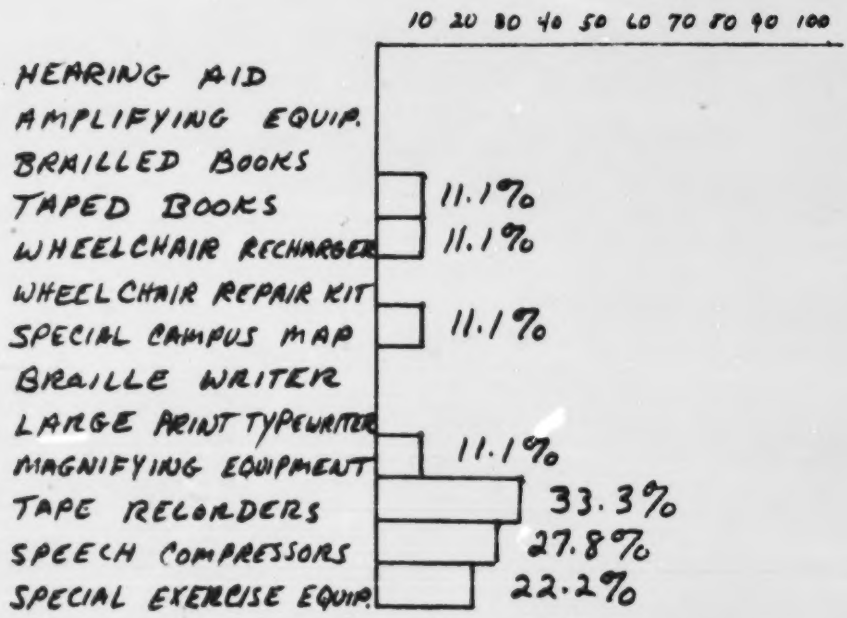
EQUIPMENT DEAF AND HARD OF HEARING STUDENTS FEEL ARE MOST USEFUL



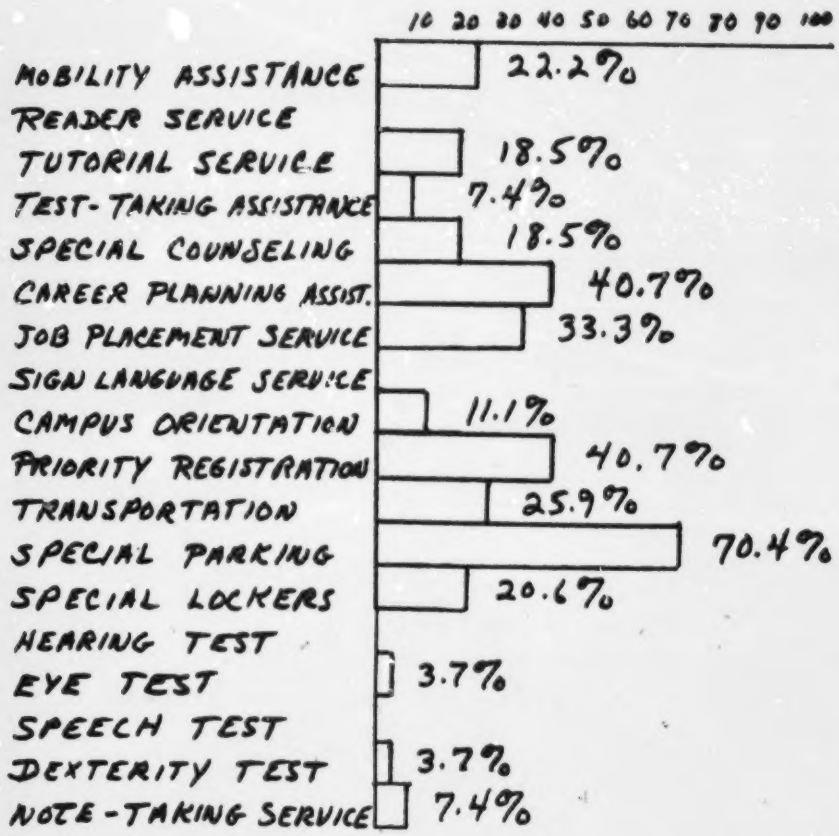
SERVICES SPEECH IMPAIRED STUDENTS FEEL ARE MOST USEFUL



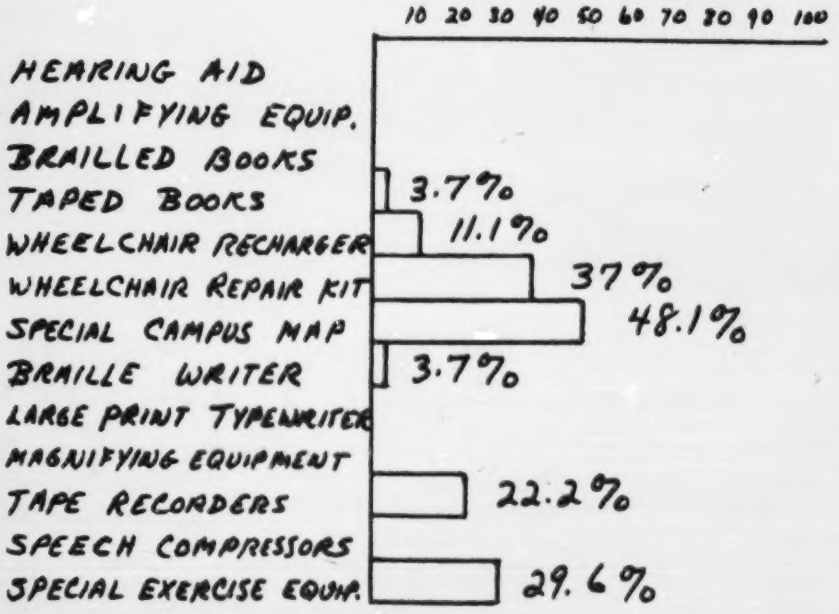
EQUIPMENT SPEECH IMPAIRED STUDENTS FEEL ARE MOST USEFUL



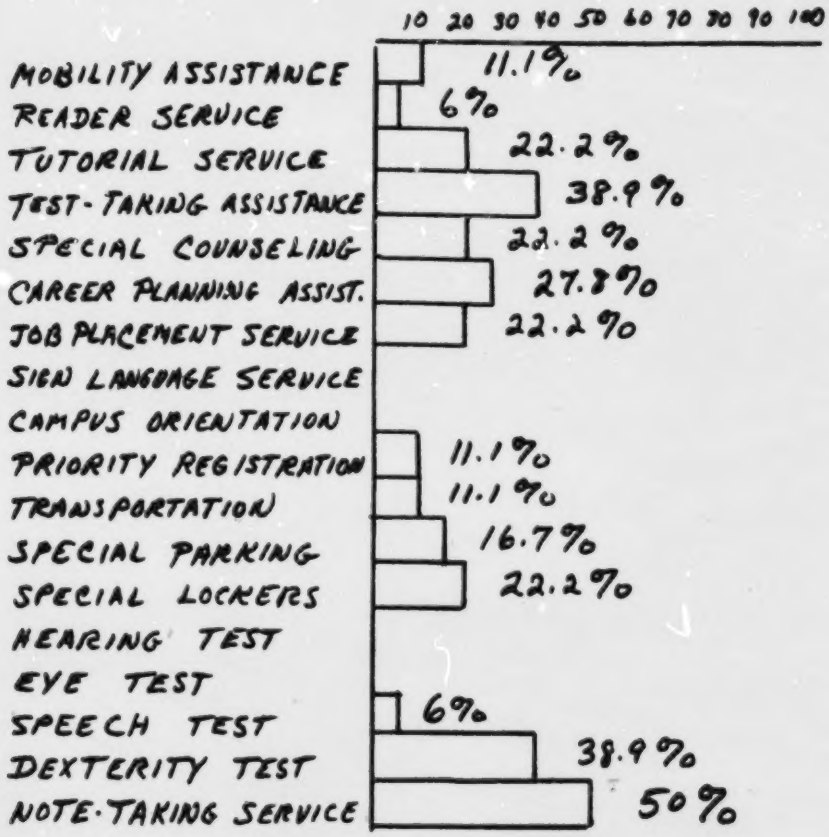
SERVICES MOBILITY IMPAIRED STUDENTS FEEL ARE MOST USEFUL



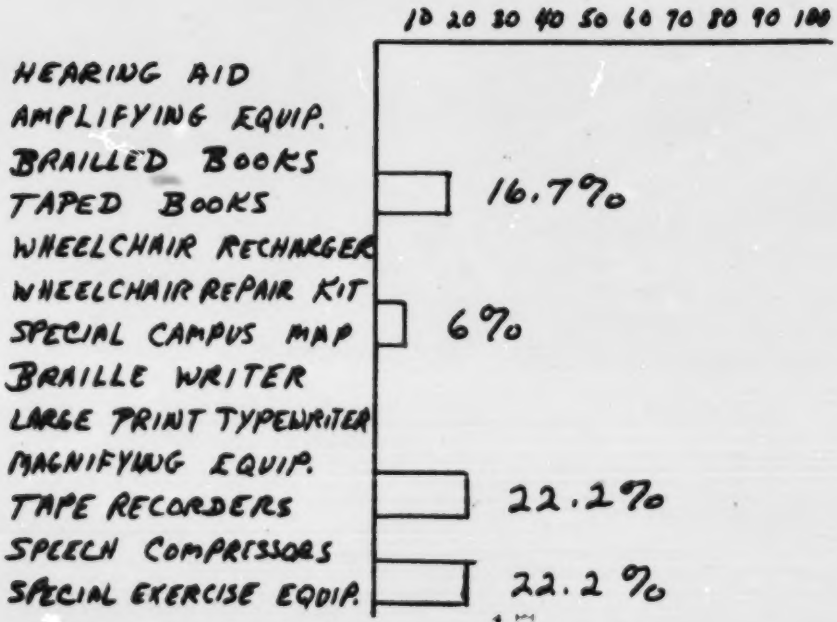
EQUIPMENT MOBILITY IMPAIRED STUDENTS FEEL ARE MOST USEFUL



SERVICES DEXTERITY IMPAIRED STUDENTS FEEL ARE MOST USEFUL



EQUIPMENT DEXTERITY IMPAIRED STUDENTS FEEL ARE MOST USEFUL



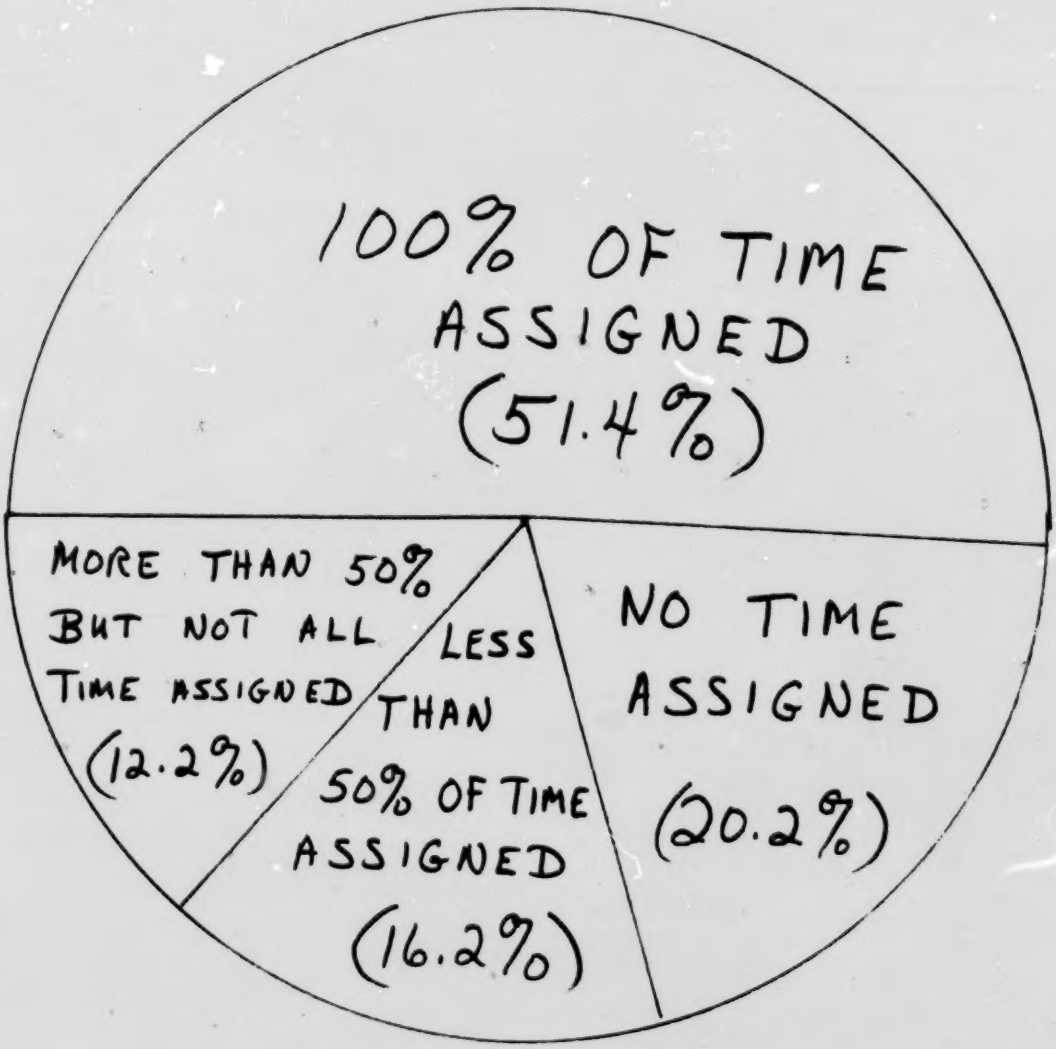
Of the seventy-four community colleges participating in this study, seventy-two had an individual with some degree of responsibility for programs and services for handicapped students.

Only thirty-eight of the seventy-two "coordinators" were assigned full-time for this duty. Fifteen of the seventy-two "coordinators" were not officially assigned any time to coordinate services and programs for handicapped students.

The fact that thirty community colleges did not respond to the survey, may indicate that many of them have no coordinator and/or services for handicapped students.

Almost all of the coordinators who responded to the survey held Master's degrees and more than half of them were Counselors. Only eight of the coordinators were themselves disabled.

PORTION OF COORDINATOR'S TIME ASSIGNED TO PROGRAMS FOR DISABLED



When questioned about the job of "Resource Specialist" only about a fourth of the coordinators felt that the job was different from the community college job commonly called either, Enabler or Coordinator of Handicapped Student Programs and Services.

Most of the responding coordinators did not think a new Credential should be developed for the position of Resource Specialist.

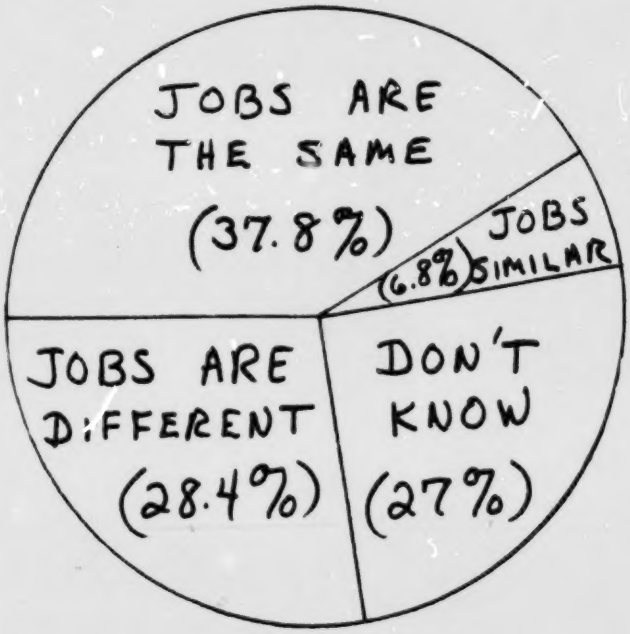
When asked about the specific minimum requirements a community college might establish when hiring for the position of Resource Specialist, they most frequently listed a Master's degree, a special education credential, and a counseling credential.

They listed a background of work with disabled people and counseling, as the most important experiences to require of a Resource Specialist applicant. Many coordinators wrote in, that caution should be taken to build flexibility into any requirements.

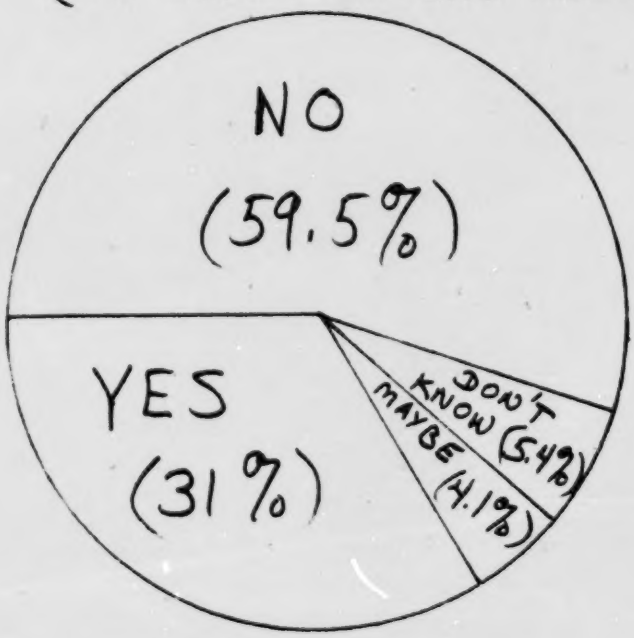
The coordinators rated almost all of the listed services and equipment as needed in every community college.

Five of the coordinators stated that services and equipment should be provided only if needed. Many of the coordinators wrote in additional services and items of equipment that they thought each college should provide.

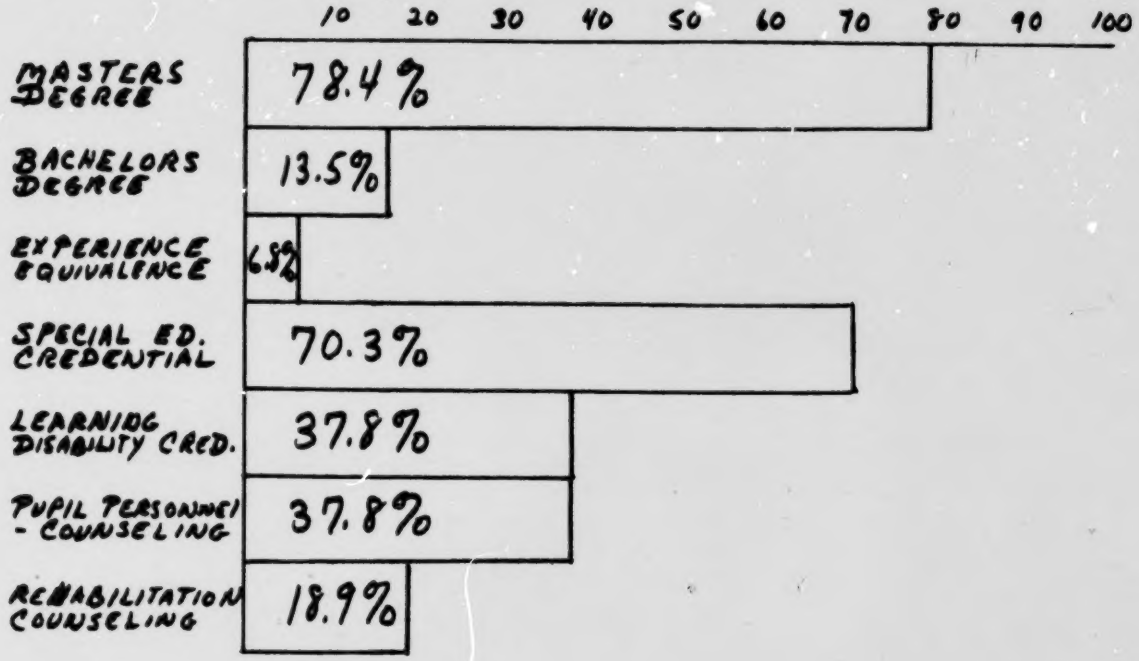
COORDINATORS COMPARE RESOURCE SPECIALIST JOB WITH COMMUNITY COLLEGE ENABLER JOB



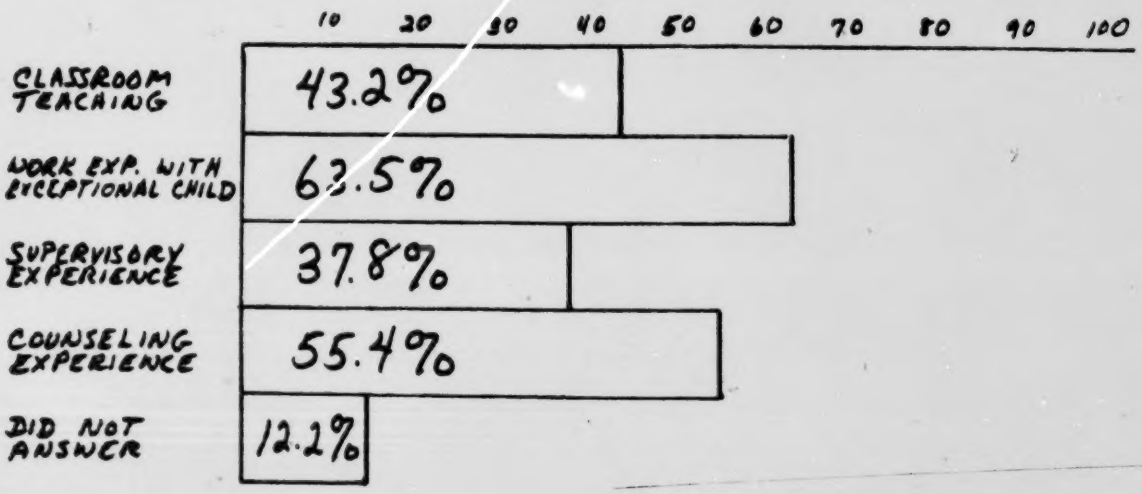
SHOULD NEW CREDENTIAL BE DEVELOPED FOR RESOURCE SPECIALIST? (74 COORDINATORS ANSWERING)



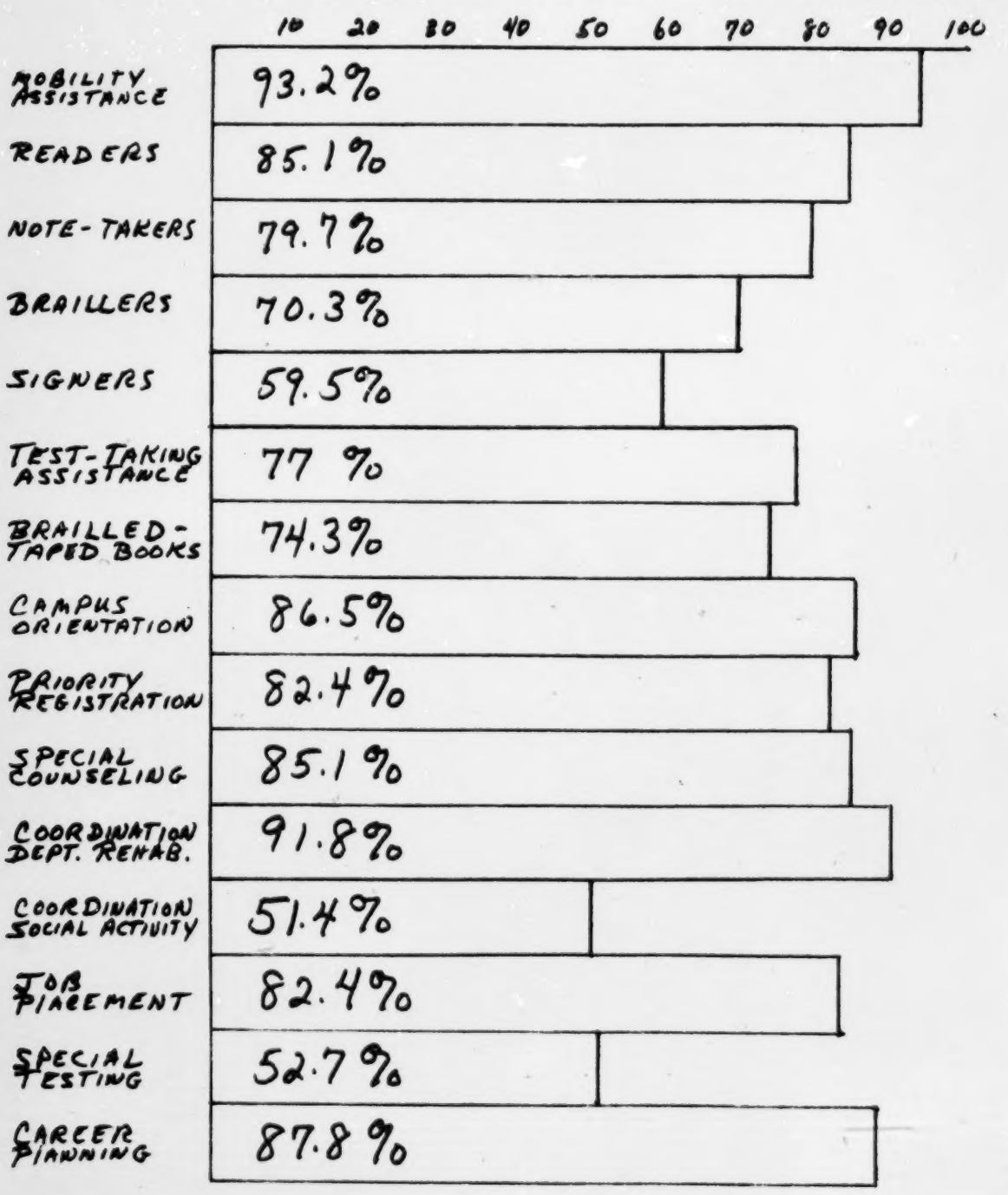
MINIMUM EDUCATION COORDINATORS THINK SHOULD BE REQUIRED



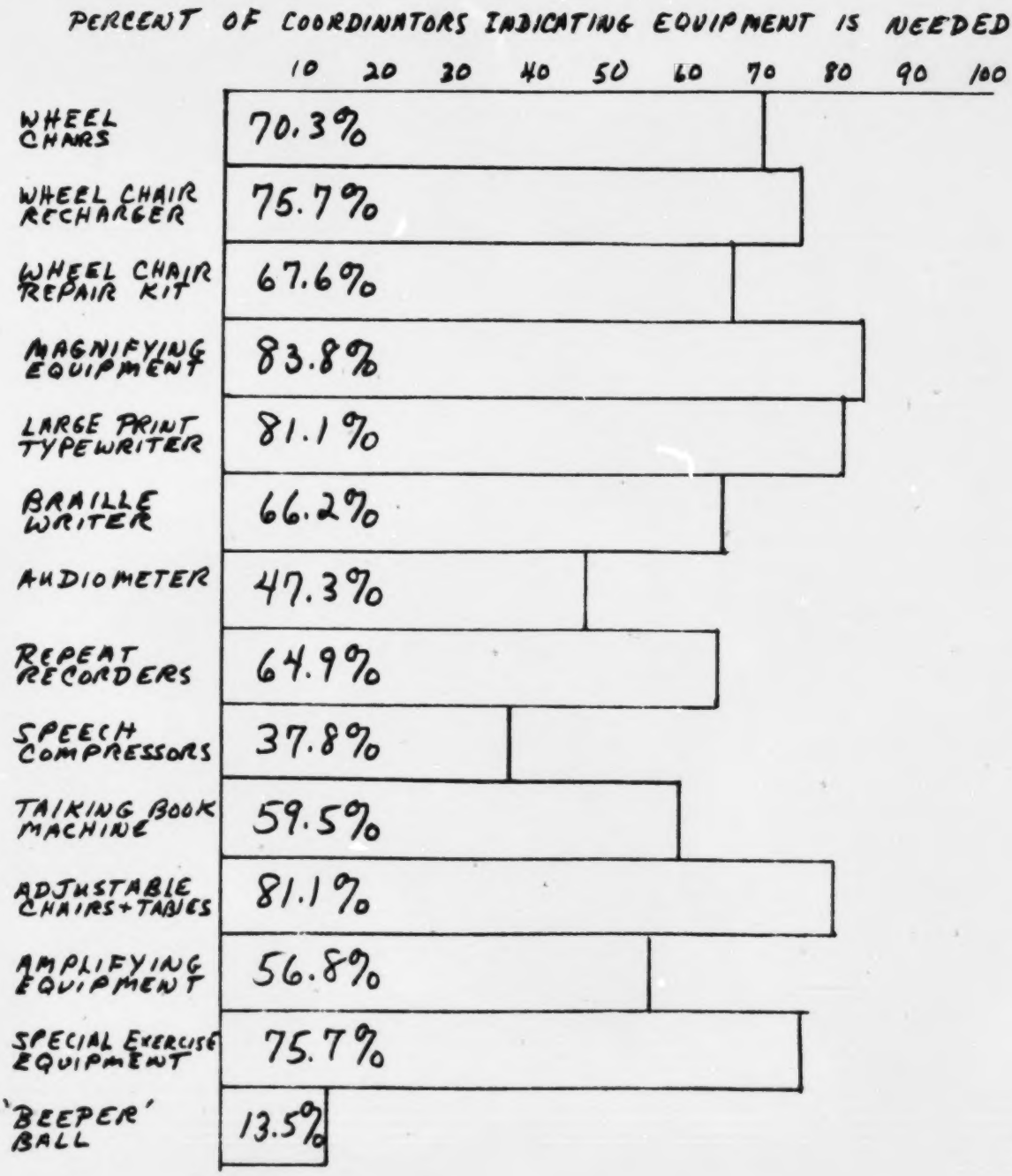
MINIMUM EXPERIENCE COORDINATORS THINK SHOULD BE REQUIRED



SERVICES COORDINATORS THINK SHOULD BE PROVIDED AT EVERY COMMUNITY COLLEGE



EQUIPMENT COORDINATORS THINK SHOULD BE PROVIDED AT EVERY COMMUNITY COLLEGE



PART III

CONCLUSIONS

Most of the State's Community Colleges do not employ a full-time coordinator to run their programs and services for disabled students. And only a few of those coordinators have disabilities.

Most of the coordinators think that a Resource Specialist is simply another way of saying Enabler or Coordinator of Services and Programs for the Disabled. They indicated that they thought it would not be desirable for the State to develop a new Credential for Resource Specialist.

In listing the educational and work experience requirements colleges should require when hiring a Resource Specialist, I feel sure most of the coordinators were also suggesting requirements for Enablers and/or Coordinators, since most of them thought the jobs were the same.

Most of the respondees felt that a Master's degree in Special Education or a related field, a Special Education Credential and a Counseling Credential were essential for the Coordinator of Programs for the Disabled. Most felt that work experience with the exceptional person and counseling experience was needed to perform the duties of the Resource Specialist.

Almost every coordinator felt that all colleges should provide most of the services and equipment listed on the questionnaire. I had the feeling that some of the coordinators' did not realize that disabled students are out there but they will only enroll if special services and equipment are available. If you wait for the students to sign-up before offering the services, no one will ever sign-up.

The students with their varying disabilities were very selective about the services and equipment they marked as useful for themselves. Career Planning, Job Placement, and Tape Recorders had appeal for almost all students regardless of their disability.

PART IV

RECOMMENDATIONS

We know that special funds are available, in this State, to develop and maintain quality programs and services for disabled students. We also know that there is a high percent of disabled people in every Community College District in California. Because we are not meeting the needs of disabled people in many of our Community Colleges, I recommend the following:

1. Each Community College should employ a full-time person to coordinate programs and services for disabled students.
2. Colleges might use the Job Description for Resource Specialist (at the end of this section) as a guide in hiring their coordinator.
3. All Community Colleges should provide a wide range of special services and a variety of special equipment for actual, as well as, potential disabled students.
4. The terminology used to identify the person who coordinates programs and services for the disabled, should not be an area of concern for colleges.
5. The State Department of Education should not develop a new Credential for the position of Resource Specialist.
6. Colleges involved in developing and/or improving their programs and services for disabled students might consider adopting some of the suggestions provided in Part V of this report.
7. Colleges involved in developing and/or improving their programs and services for disabled students, might consider purchasing some of the equipment and supplies listed in Part VI of this report.

CALIFORNIA COMMUNITY COLLEGE

ANNOUNCEMENT OF CERTIFICATED EMPLOYMENT OPPORTUNITY

This Community College invites applications for the following:

POSITION: RESOURCE SPECIALIST FOR EXCEPTIONAL STUDENTS.

JOB DESCRIPTION:

The Resource Specialist will report directly to the ..... . Special and regular education for exceptional individuals will be coordinated through services provided by, or in conjunction with the Resource Specialist. The Resource Specialist will provide instructional planning, special instruction, tutorial assistance, and/or other services to exceptional individuals in special programs and/or in regular classrooms. Other duties will include establishment and maintenance of a liaison and referral program with college staff members, local high schools, and community agencies serving exceptional individuals, as well as the development and maintenance of all necessary records and reports, pertaining to these programs and services.

MINIMUM QUALIFICATIONS:

A Master's degree in special education, rehabilitation counseling, or related area, eligible for California Community College Teaching Credential in Special Education.

DESIRABLE EXPERIENCE:

Experience in special education or related area and counseling experience.

SALARY AND EMPLOYMENT CONDITIONS:

Salary is commensurate with academic preparation and experience in placement on the District Salary Schedule. Fringe benefits include..... .

APPLICATION PROCEDURE:

A letter of application and a current Resumé should be submitted to:

_____

_____

_____

A Campus selection committee will review and screen applications and confidential papers; finalists will be notified for personal interviews following closing date.

Closing Date: _____

AN AFFIRMATIVE ACTION - EQUAL OPPORTUNITY EMPLOYER

PART V

PROCEDURES FOR FACILITATING THE EDUCATIONAL PROCESS FOR DISABLED STUDENTS

Community College Administrators are responsible for prompt payment of the liabilities incurred by the college and the school district. They are almost always enthusiastic about educational improvements. They want their school to serve students with every means available. However, the administration must be less than enthusiastic about proposals which do not establish financial support.

Special Educators are often engaged on a day-to-day basis with disabled students. They see the unique needs of these special people. They often have good ideas for filling the physical and educational needs of their students. And, although these educators are often able to translate their ideas into a proposal for change and improvement, they usually overlook the financial implications of their ideas. New teachers, teacher aides, services, facilities, equipment, and supplies all cost money. The administration must ask, "How will we pay for your educational improvements."

There are ways to pay for almost every meritorious, educational idea. Depending on how your college is organized, the special educator may be expected to search out funds to pay for his proposals, or there may be an administrator responsible for obtaining special funds. In any case, the school's decision-makers must be shown Revenue Sources that can be used for special programs.

Community Colleges get the bulk of their financial support for handicapped student programs and services from three sources: 1. Vocational Education Act, Part B, set-aside funds, 2. State Apportionment for handicapped students under 21 years of age, and 3. Special State Apportionment for Physically Handicapped Adults.

The Vocational Education Act funds may be used in a number of ways, but only to assist students pursuing a vocational education.

State Apportionment funds for students under 21 years of age may be used to run special classes and/or to provide services for handicapped students enrolled in regular classes.

State Apportionment funds for physically handicapped adults may be claimed only for the cost of special programs and services in excess Direct District Costs.

A description of the State allocation of Special Education Funds can be found in the Education Code, Section #17303.6; Part b. of that section describes funds for physically handicapped and mentally retarded; Part C. of that section describes funds for educationally handicapped; Part d. of that section describes funds for transportation of physically handicapped and mentally retarded; and Part e. of that section describes funds for physically handicapped adults (21 years of age and over).

Budget parameters are described in the 18000 series of the Education Code, primarily in sections #18102 and #18151.

There is then a minimum amount of information a community college must maintain with regard to handicapped students if it expects to make use of these main sources of funds. Someone must keep records on:

1. All handicapped students enrolled in special courses and/or receiving special services.
2. The ages of all students in #1 above.
3. The majors of all students in #1 above.
4. The specific disability of all students in #1 above.
5. In some cases, accounting (positive attendance) for all handicapped minors enrolled in special classes.
6. Certification of income level for the handicapped adults in #1 above.

The most important thing a special educator should do, when he plans to recommend new programs and/or services, is to estimate the amount of income his recommendations are likely to generate. The estimates should be conservative and should be made part of the written recommendations.

Once programs and services are initiated, it is incumbent on the special educator to keep key administrators completely informed as to the progress being made in serving special students. Develop and maintain open channels of communication.

Communication with teaching faculty is also extremely important. By keeping faculty members well-informed, you will find that they are often motivated to contribute time and effort to help make your special programs work. Many faculty members have unsuspected expertise and unique ideas that can help develop novel and exciting approaches to serving the disabled. Faculty help should also be enlisted in getting disabled students identified and directed to the special learning centers on campus where they can get the special help they need.

Students should be given the opportunity to request that their teachers be informed of their impairment. And of course, once the request is made instructors should be informed as quickly as possible.

Instructors should be kept informed of the special services available to them and their disabled students. In-Service training meetings should be held from time-to-time to keep the total faculty and administration well informed.

Finally, be sure that you encourage feedback. Ask faculty and students to suggest how programs and services can be improved. Then be sure to act on all the suggestions that have merit.

PART VI

LIST

OF

EQUIPMENT AND SUPPLIES

FOR

STUDENTS WITH DISABILITIES

The lists provided in this section are intended to help Disabled Student Program Coordinators to become more aware of what equipment and supplies are available for their students.

It is not suggested that the list is all-inclusive, nor are the companies listed necessarily the only supplier of the items with which they are identified.

The equipment and supplies have been separated into three lists; (1) A Blind and Partially Sighted Equipment/Supply List, (2) A Deaf, Hard of Hearing, and Speech Impaired Equipment/ Supply List and (3) A Mobility and Dexterity Impaired Equipment/ Supply List. Though most of the items listed are obviously useful for only one type of disability, some could have been listed on two or all three lists.

1. BLIND AND PARTIALLY SIGHTED EQUIPMENT/SUPPLY LIST:

Braille Writer (with cover)

Braille Paper

Howe Press
Perkins School for the Blind
Watertown, MA 02172

Braille Tabs (plastic)

American Thermoform Corporation
8640 Slauson Avenue
Pico Rivera, CA 90660

Labelow Braille Tape

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Braille Dymo Gun Labeler

Light House Center for the Blind
745 Buchanan Street
San Francisco, CA 94102

Slate and Stylus

Raised Line Drawing Kit

Lyons Blind Center
3834 Opal Street
Oakland, CA 94609

Signature Guide

Script Guide

Braille Rulers

Howe Press
Perkins School for the Blind
Watertown, MA 02172

Six Button Telephone Set

Bell Telephone Company
140 New Montgomery
San Francisco, CA 94105

MCM Communication System

Silent Communication, Incorporated
1440 - 29th Avenue
Oakland, CA 94601

Varispeech (recorder/player)

Lexicon, Incorporated
60 Turner Street
Waltham, ME 02154

Talking Book Machine

Northern California:

Lions Blind Center
3834 Opal Street
Oakland, CA 94609

Southern California:

Braille Institute of America
741 N. Vermont Avenue
Los Angeles, CA 90029

Optacon

Speech-Plus Calculator

Telesensory Systems, Incorporated
1889 Page Mill Road
Palo Alto, CA 94304

Visualtek (Read/Write magnifying system)

Visualtek
1610 - 26th Street
Santa Monica, CA 90404

Large Print Typewriter - Smith Corona #2200

Coronamatic Cartridges

San Leandro Typewriter
614 East 14th Street
San Leandro, CA 94577

Dictaphone

Dictaphone Keyboard Adapter

Dictaphone
425 Jackson Street
Oakland, CA 94607

Binoculars

OPTICA B-C
4100 MacArthur Boulevard
Oakland, CA 94619

Tape Recorder - APH - Modified Sony 105 (variable speed)

American Printing House for the Blind
1839 Frankfort Avenue
Post Office Box 6085
Louisville, KY 40206

Tape Recorder - Sony TC 270 (Reel-to-Reel)

Western Audio-Visual
845 Malcolm Road
Burlingame, CA 94010

Tape Recorders and Players

Cassette and Reel Tapes

Bell and Howell
819 Cowan Road
Burlingame, CA 94010

Audio-Text Cassettes

Hitachi Cassette Playback Units

Center for Cassette Studies, Incorporated
8110 Webb Avenue
N. Hollywood, CA 91605

Webster's New World Dictionary of the American Language

(Braille and Large Print)

Encyclopedia (Braille and Large Print)

American Printing House of the Blind
Post Office Box 6085
Louisville, KY 40206

AUD-A-HURRY (Speech Compressor)

CALCUTAC (Electronic Calculator with Braille Printout)

Digital Clock (10 minute tone device)

Science for the Blind Products
221 Rock Hill Road
BALA-CYNWYD, PA 19004

Canes (White, wooden)

Stanley Novak Company
10 West 23rd Street
New York, NY 10010

Edna Lite Masterlens (magnifying lens)

Gaylord Brothers, Incorporated
Post Office Box 61
Syracuse, NY 13201

Interval Timers

Harvard Supply Company
Post Office Box 32
Melrose, MA 02176

KLIK LOK (Padlock)

Lock and Key Shops
5313 Bakman
North Hollywood, CA 91601

College Board Admissions Testing Program for Handicapped Students.

College Board Testing
Box 592
Princeton, NJ 08540

AUD-A-BALLS (Football, Soccerball, Volleyball)

Science for the Blind Products
221 Rock Hill Road
Bala-Cymwyd, PA 19004

Dominos (Braille)

Cribbage (Braille)

Playing Cards (Braille and Large Print)

Howe Press
Perkins School for the Blind
Watertown, MA 02172

Checker Set (Braille)

Monopoly (Braille)

Chess (Braille)

American Foundation for the Blind, Incorporated
15 West 16th Street
New York, NY 10011

2. DEAF, HARD OF HEARING, AND SPEECH IMPAIRED EQUIPMENT/SUPPLY LIST.

Repeat-Corder L (with leadphones and repeat cassettes)

Electron Acoustic Company, Incorporated
1516 Laurel Street
San Carlos, CA 94070

Audiometer - Beltone Model 15CXA

Narrow Band Masking Generator - Beltone Model NB-102W

Cassette Player - Pulsear Model CPD-102

G. Square and Associates
26 O'Farrell Street
Suite 306
San Francisco, CA 94108

HC-DAF 500 Phonic Mirror

Phonic Ear

Student Microphone

HC-CK Tape Loop Cleaner Kit

HC DAF Tape Loops

HC Electronics, Incorporated
250 Camino Alto
Mill Valley, CA 94941

Tok-Back (Voice Amplifier)

Tok-Back, Incorporated
Post Office Box 5045
Berkeley, CA 94705

Electronic Larynx

Telephone Modifications

Volume Control

Adapter for Hearing Aid

Bone Conduction Receiver

Blinking Light

Data Phone (to teletypewriter)

Tone Ringer Gong

Lamp Indicator

Bell Telephone Company
140 New Montgomery
San Francisco, CA 94105

Teletypewriter

Applied Communication Corporation
517 Marine View Avenue
Belmont, CA 94002

Lip Reading Books

Alexander Graham Bell Association for the Deaf, Incorporated
1537 - 35th Street N.W.
Washington, DC 20007

The Voice and its Disorders by Margaret Greene

Hearing Loss by Joseph Sataloff

J. B. Lippencott Company
Post Office Box 8340
Philadelphia, PA 19101

Basic Skills Tests

Individual Learning Systems, Incorporated
Post Office Box 2399
San Rafael, CA 94902

Illinois Test of Psycho-Linguistic Abilities

University of Illinois
Business Office
Urbana, IL 61801

Test of Auditory Discrimination - American Guidance Service, Inc.

The Templin - Darley Tests of Articulation - University of Iowa

Development Test of Visual Perception by Marianne Frostic

Wepman's Language Modalities Test

Verbal Language Development Scale - American Guidance Service, Inc.

Arizona Articulation Proficiency Scale - University of Arizona

Vineland Social Maturity Scale - American Guidance Service, Inc.

The Denver Developmental Screening Test - University of Colorado

Peabody Language Development Kit #1

Northwestern Syntax Screening Test - Northwestern University

Landoca Project and Publishing Foundation
East 51st Avenue and Lincoln Street
Denver, CO 80216

3. MOBILITY AND DEXTERITY IMPAIRED EQUIPMENT/SUPPLY LIST.

Wheelchair (Everest and Jennings Universal)

Wheelchair (Corona Model II, Stainless Steel, Shower Chairs)

Battery Charger

Walker (pick-up, folding, with wheels

Eden Medical Supply Company
2040 Lake Chabot Road
Castro Valley, CA 94546

Wheelchair Accessories

Johnston Orthopedic Appliance Company
2585 Shattuck Avenue
Berkeley, CA 94704

Ditto Machine (Bell and Howell Combomatic #9000)

Ditto Masters

Ditto Paper

C. G. Incorporated
1279 Veterans Boulevard
Redwood City, CA 94063

Tape Recorders - Bell and Howell #3081 with microphone.

Photo and Sound Company
117 Natoma Street
San Francisco, CA 94105

Porch-Lift

American Stair-Glide Corporation
4001 E. 138th Street
Grandview, MO 64030

Lift-Aid Portable Lifter

Trans-Aid Corporation
20314 S. Tajanta Avenue
Carson, CA 90746

Grab-Bars

Tubular Specialties Manufacturing, Incorporated
1601 Nadean Street
Post Office Box 71524
Los Angeles, CA 90001

Raised Toilet Seats

Johnston Orthopedic Appliance Company
2585 Shattuck Avenue
Berkeley, CA 94704

Toilet Guard Rails

Nelson Medical Products
5690 Sarah Avenue
Sarasota, FL 33577

Signs For Handicapped

Seton Name Plate Corporation
592 Boulevard
New Haven, CT 06505

[or]

C.A.P.H., Incorporated
Post Office Box 22552
Sacramento, CA 95822

Canes

Cane-Seats

Crutches

Crutch Tips

Johnston, Orthopedic Appliance Company
2585 Shattuck Avenue
Berkeley, CA 94704

Book Holder

Harvard Supply Company
Post Office Box 32
Melrose, MA 02176

Electric Stapler

Harvard Supply Company
Post Office Box 32
Melrose, MA 92176

[or]

Swingline
32-00 Skillman Avenue
Long Island City, NY 11101

Portable Ramps

Handi-Ramp, Incorporated
904 Countryside Highway
Mundelein, IL 60060

Lap Board

Transfer Board

Handicapped Equipment Shack
1710 Victory Boulevard
Glendale, CA 91201

Magnetic E-Z Reach

Eating Utensils (Large-Swivel-Slip-on)

Nelson Medical Products
5690 Sarah Avenue
Sarasota, FL 33577

Single-Button Telephone

Speaker Phone

Touch Tone Phone

Head Set

Card Dialer

Pacific Telephone
140 New Montgomery
San Francisco, CA 94105

Individual Exercise Mats

Morrison School Supplies
304 Industrial Way
San Carlos, CA 94070

Realities of the Physically Handicapped (six cassettes)

Instructional Media Incorporated
4235 South Memoria
Tulsa, OK 74145

PART VII

APPENDIX

QUESTIONNAIRE

for

STUDENTS

The State Department of Education is seeking your help to determine what kinds of services and equipment should be available in all of California's Community Colleges. Please take a few minutes to check those items which you feel are necessary.

A. Please check your physical limitation.

Blind:	16	26	25.5%
Partially Sighted:	10		
Deaf:	5	13	12.7%
Hard of Hearing:	8		
Speech Impaired:	18	18	17.6%
Mobility Impaired:	27	27	26.5%
Dexterity Impaired:	18	18	17.6%

B. Please check all the services which would be useful to you in your pursuit of an education.

Mobility Assistance:	22	21.6%
Reader Service:	30	29.4%
Tutorial Service:	31	30.4%
Test-Taking Assistance:	38	37.3%
Special Counseling:	24	23.5%
Career Planning Assistance:	38	37.3%
Job Placement Service:	41	40.2%
Sign Language Service:	5	4.9%
Campus Orientation:	18	17.6%
Priority Registration:	32	31.4%
Transportation (between home and campus):	27	26.5%
Special Parking:	31	30.4%

(OVER)

Special Lockers:	26	25.5%
Hearing Test:	5	4.9%
Eye Test:	4	3.9%
Speech Test:	7	6.9%
Dexterity Test:	11	10.8%
Note-Taking Service:	31	30.4%
Others--(Please List):		
Priority Registration:	1	
Taped Classes:	1	

C. Please check all the items of equipment that would be useful to you in your pursuit of an education.

Hearing Aid:	3	2.9%
Amplifying Equipment:	4	3.9%
Brailled Books:	16	15.7%
Taped Books:	26	25.5%
Recharger for Electric Wheelchair:	5	4.9%
Wheelchair repair equipment:	11	10.8%
Special Campus Map (Showing Restrooms, Ramps, elevators, etc.):	21	20.6%
A Braille Writer:	18	17.6%
A Large-print Typewriter:	7	6.9%
Magnifying Equipment:	9	8.8%
Tape Recorders:	38	37.3%
Speech Compressors:	10	9.8%
Special Exercise Equipment:	20	19.6%

Others--(Please List): Hydro Therapy Pool - 1

Storage Room for Wheelchairs - 1

Grocery Cart to Carry Equipment - 1

Speech Therapy - 1

Large Resource Center - 1

Transportation - 1

Tapes (2 - 1.9%)

Calculators -(2 - 1.9%)

Cane - 1

Please Return to:
Gilbert J. Ribera
Chabot College
25555 Hesperian Blvd.
Hayward, CA 94545

QUESTIONNAIRE

for

STUDENTS

The State Department of Education is seeking your help to determine what kinds of services and equipment should be available in all of California's Community Colleges. Please take a few minutes to check those items which you feel are necessary.

A. Please check your physical limitation.

Blind:	26	16	25.5%
Partially Sighted:		10	
Deaf:			
Hard of Hearing:			
Speech Impaired:			
Mobility Impaired:			
Dexterity Impaired:			

B. Please check all the services which would be useful to you in your pursuit of an education.

Mobility Assistance:	11	42.3%
Reader Service:	21	80.8%
Tutorial Service:	13	50 %
Test-Taking Assistance:	21	80.8%
Special Counseling:	10	38.5%
Career Planning Assistance:	9	34.6%
Job Placement Service:	12	46.2%
Sign Language Service:	0	
Campus Orientation:	13	50 %
Priority Registration:	13	50 %
Transportation (between home and campus).	14	53.8%
Special Parking:	4	15.4%

(OVER)

Special Lockers:	13	50 %
Hearing Test:	0	0
Eye Test:	3	11.5%
Speech Test:	0	0
Dexterity Test:	1	3.8%
Note-Taking Service:	15	57.7%

Others--(Please List): _____

_____

_____

C. Please check all the items of equipment that would be useful to you in your pursuit of an education:

Hearing Aid:	0	0
Amplifying Equipment:	0	0
Brailled Books:	16	61.5%
Taped Books:	20	76.9%
Recharger for Electric Wheelchair:	1	3.8%
Wheelchair repair equipment:	1	3.8%
Special Campus Map (Showing Restrooms, Ramps, elevators, etc.):	5	19.2%
A Braille Writer:	16	61.5%
A Large-print Typewriter:	6	23.1%
Magnifying Equipment:	7	26.9%
Tape Recorders:	18	69.2%
Speech Compressors:	5	19.2%
Special Exercise Equipment:	4	15.4%

Others--(Please List): _____

_____

_____

Please Return to:

Gilbert J. Ribera
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

QUESTIONNAIRE

for

STUDENTS

The State Department of Education is seeking your help to determine what kinds of services and equipment should be available in all of California's Community Colleges. Please take a few minutes to check those items which you feel are necessary.

A. Please check your physical limitation.

Blind:		
Partially Sighted:		
Deaf:	13	12.7%
Hard of Hearing:		
Speech Impaired:		
Mobility Impaired:		
Dexterity Impaired:		

B. Please check all the services which would be useful to you in your pursuit of an education.

Mobility Assistance:	1	7.7%
Reader Service:	4	30.8%
Tutorial Service:	4	30.8%
Test-Taking Assistance:	% 6	46.2%
Special Counseling:	3	23.1%
Career Planning Assistance:	6	46.2%
Job Placement Service:	7	53.8%
Sign Language Service:	5	38.5%
Campus Orientation:	1	7.7%
Priority Registration:	4	30.8%
Transportation (between home and campus):	2	15.4%
Special Parking:	2	15.4%

(OVER)

Special Lockers:	1	7.7%
Hearing Test:	5	38.5%
Eye Test:		
Speech Test:		
Dexterity Test:		
Note-Taking Service:	3	23.1%
Others--(Please List):		

C. Please check all the items of equipment that would be useful to you in your pursuit of an education.

Hearing Aid:	3	23.1%
Amplifying Equipment:	4	30.8%
Brailled Books:	0	
Taped Books:	1	
Recharger for Electric Wheelchair:	0	
Wheelchair repair equipment:	0	
Special Campus Map (Showing Restrooms, Ramps, elevators, etc.):	[1]	
A Braille Writer:	[1]	7.7%
A Large-print Typewriter:	[1]	
Magnifying Equipment:	[1]	
Tape Recorders:	4	30.8%
Speech Compressors:	0	
Special Exercise Equipment:	0	
Others--(Please List):		

Please Return to:

Gilbert J. Ribera
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

mh 8-11-75

QUESTIONNAIRE

for

STUDENTS

The State Department of Education is seeking your help to determine what kinds of services and equipment should be available in all of California's Community Colleges. Please take a few minutes to check those items which you feel are necessary.

A. Please check your physical limitation.

Blind:		
Partially Sighted:		
Deaf:		
Hard of Hearing:		
Speech Impaired:	18	17.6%
Mobility Impaired:		
Dexterity Impaired:		

B. Please check all the services which would be useful to you in your pursuit of an education.

Mobility Assistance:	2	11.1%
Reader Service:	4	22.2%
Tutorial Service:	5	27.8%
Test-Taking Assistance:	2	11.1%
Special Counseling:	2	11.1%
Career Planning Assistance:	7	38.9%
Job Placement Service:	9	50 %
Sign Language Service:	0	
Campus Orientation:	1	5.6%
Priority Registration:	2	11.1%
Transportation (between home and campus):	2	11.1%
Special Parking:	3	16.7%

(OVER)

Special Lockers:	0	
Hearing Test:	0	
Eye Test:	0	
Speech Test:	6	33.3%
Dexterity Test:	2	11.1%
Note-Taking Service:	2	11.1%
Others--(Please List):		

C. Please check all the items of equipment that would be useful to you in your pursuit of an education.

Hearing Aid:	0	
Amplifying Equipment:	0	
Brailled Books:	0	
Taped Books:	1	11.1%
Recharger for Electric Wheelchair:	1	11.1%
Wheelchair repair equipment:	0	
Special Campus Map (Showing Restrooms, Ramps, elevators, etc.):	1	11.1%
A Braille Writer:	0	
A Large-print Typewriter:	0	
Magnifying Equipment:	1	11.1%
Tape Recorders:	6	33.3%
Speech Compressors:	5	27.8%
Special Exercise Equipment:	4	22.2%
Others--(Please List):		

Please Return to:

Gilbert J. Ribera
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

QUESTIONNAIRE

for

STUDENTS

The State Department of Education is seeking your help to determine what kinds of services and equipment should be available in all of California's Community Colleges. Please take a few minutes to check those items which you feel are necessary.

A. Please check your physical limitation.

Blind:		
Partially Sighted:		
Deaf:		
Hard of Hearing:		
Speech Impaired:		
Mobility Impaired:	27	26.5%
Dexterity Impaired:		

B. Please check all the services which would be useful to you in your pursuit of an education.

Mobility Assistance:	6	22.2%
Reader Service:	0	
Tutorial Service:	5	18.5%
Test-Taking Assistance:	2	7.4%
Special Counseling:	5	18.5%
Career Planning Assistance:	11	40.7%
Job Placement Service:	9	33.3%
Sign Language Service:	0	
Campus Orientation:	3	11.1%
Priority Registration:	11	40.7%
Transportation (between home and campus):	7	25.9%
Special Parking:	19	70.4%

(OVER)

Special Lockers:	8	20.1%
Hearing Test:	0	
Eye Test:	1	3.7%
Speech Test:	0	
Dexterity Test:	1	3.7%
Note-Taking Service:	2	7.4%

Others--(Please List): _____

_____

_____

C. Please check all the items of equipment that would be useful to you in your pursuit of an education.

Hearing Aid:	0	
Amplifying Equipment:	0	
Brailled Books:	0	
Taped Books:	1	3.7%
Recharger for Electric Wheelchair:	3	11.1%
Wheelchair repair equipment:	10	37 %
Special Campus Map (Showing Restrooms, Ramps, elevators, etc.):	13	48.1%
A Braille Writer:	1	3.7%
A Large-print Typewriter:	0	
Magnifying Equipment:	0	
Tape Recorders:	6	22.2%
Speech Compressors:	0	
Special Exercise Equipment:	8	29.6%

Others--Please List): _____

_____

_____

Please Return to:

Gilbert J. Ribera
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

mh 8-11-75

QUESTIONNAIRE

for

STUDENTS

The State Department of Education is seeking your help to determine what kinds of services and equipment should be available in all of California's Community Colleges. Please take a few minutes to check those items which you feel are necessary.

A. Please check your physical limitation.

Blind:		
Partially Sighted:		
Deaf:		
Hard of Hearing:		
Speech Impaired:		
Mobility Impaired:		
Dexterity Impaired:	18	17.6%

B. Please check all the services which would be useful to you in your pursuit of an education.

Mobility Assistance:	2	11.1%
Reader Service:	1	6. %
Tutorial Service:	4	22.2%
Test-Taking Assistance:	7	38.9%
Special Counseling:	4	22.2%
Career Planning Assistance:	5	27.8%
Job Placement Service:	4	22.2%
Sign Language Service:	0	
Campus Orientation:	0	
Priority Registration:	2	11.1%
Transportation (between home and campus):	2	11.1%
Special Parking:	3	16.7%

(OVER)

Special Lockers:	4	22.2%
Hearing Test:	0	
Eye Test:	0	
Speech Test:	1	6. %
Dexterity Test:	7	38.9%
Note-Taking Service:	9	50. %

Others--(Please List): _____

_____

_____

C. Please check all the items of equipment that would be useful to you in your pursuit of an education.

Hearing Aid:	0	
Amplifying Equipment:	0	
Brailled Books:	0	
Taped Books:	3	16.7%
Recharger for Electric Wheelchair:	0	
Wheelchair repair equipment:	0	
Special Campus Map (Showing Restrooms, Ramps, elevators, etc.):	1	6. %
A Braille Writer:	0	
A Large-print Typewriter:	0	
Magnifying Equipment:	0	
Tape Recorders:	4	22.2%
Speech Compressors:	0	
Special Exercise Equipment:	4	22.2%

Others--(Please List): _____

_____

_____

Please Return to:

Gilbert J. Ribera
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

QUESTIONNAIRE

for

ENABLERS

(or Person Most Responsible for Programs for Handicapped Students)

The California Master Plan for Special Education, adopted in 1974, tells us that the Resource Specialist coordinates a program which should provide instructional planning, special instruction, tutorial assistance, or other services to exceptional individuals in special programs and/or in regular classrooms.

I am hoping to draw on your knowledge and experience in developing a composite description of the type of person Community Colleges might want to hire as a Resource Specialist. Also, you will be helping to develop a list of minimum services and equipment each Community College should be providing.

Thank you for your help.

Gil

Gilbert J. Ribera
Enabler,
Programs for the Handicapped
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

mh

(OVER)

PERSONAL

1. Do you coordinate your school's program for the disabled?
   Yes: 72 - 97.3%
   No: 2 - 2.7%

2. What portion of your time is assigned to working with programs for the disabled?

	Check one	
a. 100% of my work day.	38	- 51.4%
b. Not all, but at least 50% of my work day.	9	- 12.2%
c. Less than 50% of my work day.	12	- 16.2%
d. No time officially assigned for this purpose.	15	- 20.2%

3. Are you disabled:
   Yes: 8 - 10.8%
   No: 66 - 89.2%

4. List your degrees and credentials.

70	Masters Degrees	- 94.6%
2	Doctors of Education	- 2.7%
1	Registered Nurse	- 1.4%
1	Classified	- 1.4%
72	Pupil Personnel	- 58.8%
22	Special Educational Credential	- 29.7%
5	Speech Pathology	- 6.8%
45	Community College Credential	- 60.8%

RESOURCE SPECIALIST

1. If asked to compare the job of a Resource Specialist with that of a Community College Enabler, would you say:

a. The jobs are different:	21	- 28.4%
b. The jobs are the same:	28	- 37.8%
c. You don't know:	20	- 27
- Similar	5	- 6.8%

2. If a Community College were to hire a Resource Specialist, what minimum educational requirements should the college demand?

Write In:

Highest Degree:	1	PhD	- 1.4%
	58	Masters	- 78.4%
	10	Bachelors	- 13.5%
	5	Degree Equivalent	- 6.8%
Credential(s):	52	Spec. Ed. Credential	- 70.3%
	28	Learning Disability Credential	- 37.8%
	28	Pupil Personnel Credential	- 37.8%
	14	Voc. Rehab. Counseling	- 18.9%

Areas of Study: _____

3. If a Community College were to hire a Resource Specialist, what minimum experiences should the college require?

Classroom Teaching:	32 - 43.2%
Work with Exceptional Children:	47 - 63.5%
Supervisory Experience:	28 - 37.8%
Counseling Experience:	41 - 55.4%
Other (write-in): No Answer	9 - 12.2%

4. Do you think a new credential should be developed for Resource Specialists?

Yes:	23 - 31%
No :	44 - 59.5%
Maybe:	3 - 4.1 %
Don't Know :	4 - 5.4%

SERVICES

Check those services you think should be provided at every Community College:

Mobility Assistance:	69 - 93.2%
Readers:	63 - 85.1%
Note-Takers:	59 - 79.7%
Braillers:	52 - 70.3%
Signers:	44 - 59.5%
Test Taking Assistance:	57 - 77 %
Brailled/Taped book acquisition:	55 - 74.3%
Campus Orientation:	64 - 86.5%
Priority Registration:	61 - 82.4%
Special Counseling:	63 - 85.1%
Department of Rehabilitation Coordination:	68 - 91.8%
Social Activity Coordination:	38 - 51.4%
Job Placement:	61 - 82.4%
Special Testing (Hearing, Dexterity, etc.):	39 - 52.7%
Career Planning:	65 - 87.8%

Others--(please list): Adaptive PE (11 - 14.9%), Transportation (10 - 13.5%), Priority Parking (7 - 9.5%), Adaptive Homemaking (6 - 8.1%), Tutorial Assistance (5 - 6.8%), Resource Center (4 - 5.4%), Remedial Instruction (3 - 4.1%), Health Service (3 - 4.1%).

EQUIPMENT

Check the special equipment that you think should be available at all Community Colleges:

Wheel Chair(s):	52 - 70.3%
Electric Wheel Chair Recharger:	56 - 75.7%
Wheel Chair Repair Kit:	50 - 67.6%
Magnifying Equipment for Reading and Writing:	62 - 83.8%
Large-Print Typewriter:	60 - 81.1%
Braille Writer:	49 - 66.2%
Audiometer:	35 - 47.3%
Repeat Recorders:	48 - 64.9%
Speech Compressor:	28 - 37.8%
Talking Book Machine:	44 - 59.5%
Adjustable Chairs and Tables:	60 - 81.1%
Amplifying Equipment:	42 - 56.8%
Special Exercise Equipment:	56 - 75.7%
"Beeper" Ball:	10 - 13.5%
Did not mark any:	7 - 9.5%

Other--(Please list): Tape Recorders (5 - 6.8%), Electric Page Turner (3 - 4.1%), IBM Correcting Typewriter (2 - 2.7%), Drafting Equipment (2 - 2.7%), Calculators (2 - 2.7%), Lockers (2 - 2.7%), Foot Controls (2 - 2.7%), Special Telephones (2 - 2.7%), Hydraulic Lift (2 - 2.7%), Lap board (1), Crutches (1), Thermofax (1), Ditto Machine (1), and arm extenders (1).

[Please return to Gil Ribera]
Address on page one